KENTUCKY DEPARTMENT OF **EDUCATION**
Every Child Proficient and Prepared for SUCCESS

EVERY CHILD
PROFICIENT & PREPARED FOR S U C C E S S
KENTUCKY DEPARTMENT OF EDUCATION

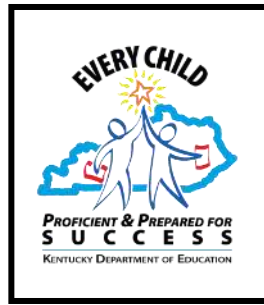# WHAT MAKES A GOOD PLAN?

UNBRIDLED **LEARNING**
**College/Career Readiness for All**

WHAT MAKES A GOOD PLAN?

1. The right data:
   a. Student Performance
   b. Customer/Stakeholder Survey Data
   c. The Missing Piece
   d. Behavior, finance
   e. Non-academic

2. The Right People
   a. Who is that at each level?
   b. How many?
   c. Who will be doing the work

3. Goals, Objectives, Strategies and Activities (ASSIST)
   a. 6 goals
   b. All other goals your data tells you that you need

4. The right format and construction…plain English for communication
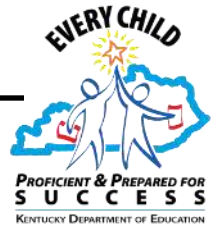
5. Good Monitoring Plan: How will you know it is working?

THE RIGHT DATA

➢ Student Performance

➢ Customer/Stakeholder Survey Data

➢ The Missing Piece

➢ Behavior, finance

➢ Non-academic
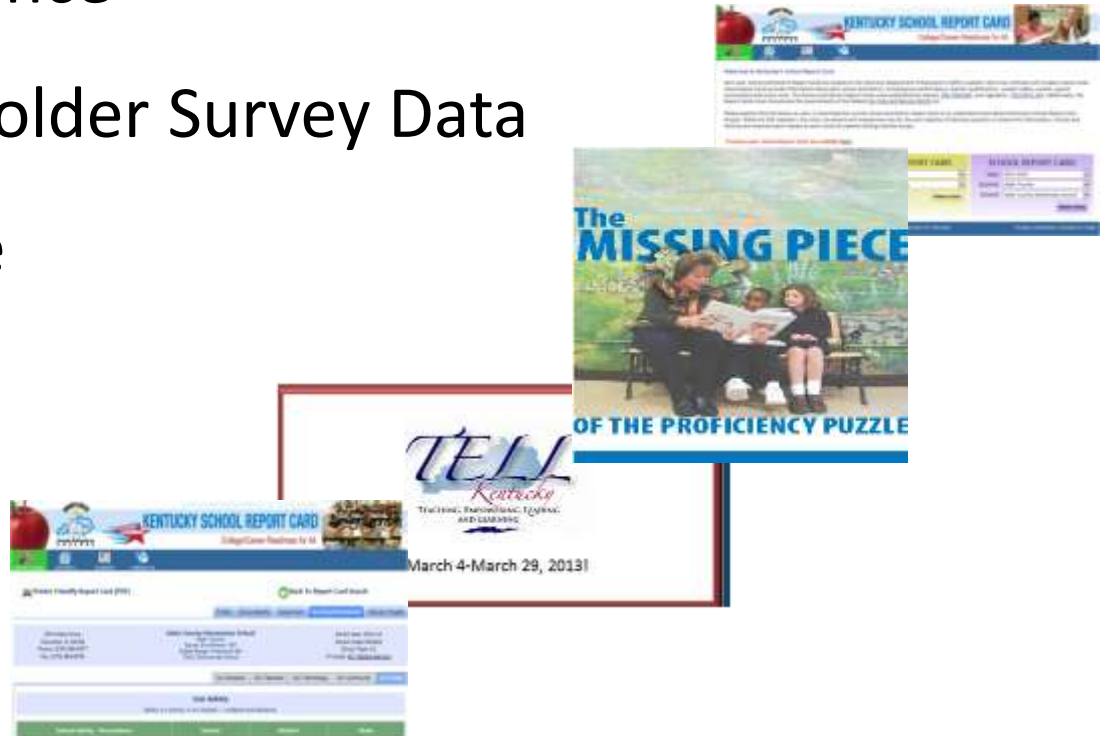
THE RIGHT PEOPLE

➤ Who is that at each level?

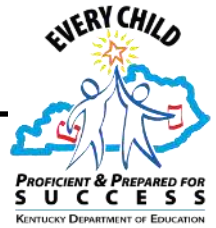➤ How many?

➤ Who will be doing the work?

Goals, Objectives, Strategies and Activities (ASSIST)

➢ 6 State Goals

➢ All other goals your data tells you that you need

ASSIST

KENTUCKY'S STATE GOALS

1. Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

2. Increase the average freshman graduation rate from 76% to 90% by 2015.

3. Increase the percentage of students who are college-and career- ready from 34% to 68% by 2015.

4. Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

5. New Goal: Every student is taught by an effective teacher

6. New Goal: Every school led by an effective leader

ASSIST: THE RIGHT FORMAT

➢ **Construction** - understand the ASSIST platform to construct a stronger plan

➢ **Communicating** with stakeholders – be careful to define acronyms and educational strategies and concepts

➢ **Roles and Responsibilities** – organize **who** will **do what**, **by when**

➢ **Continuous Improvement –** design the plan with progress monitoring in mind
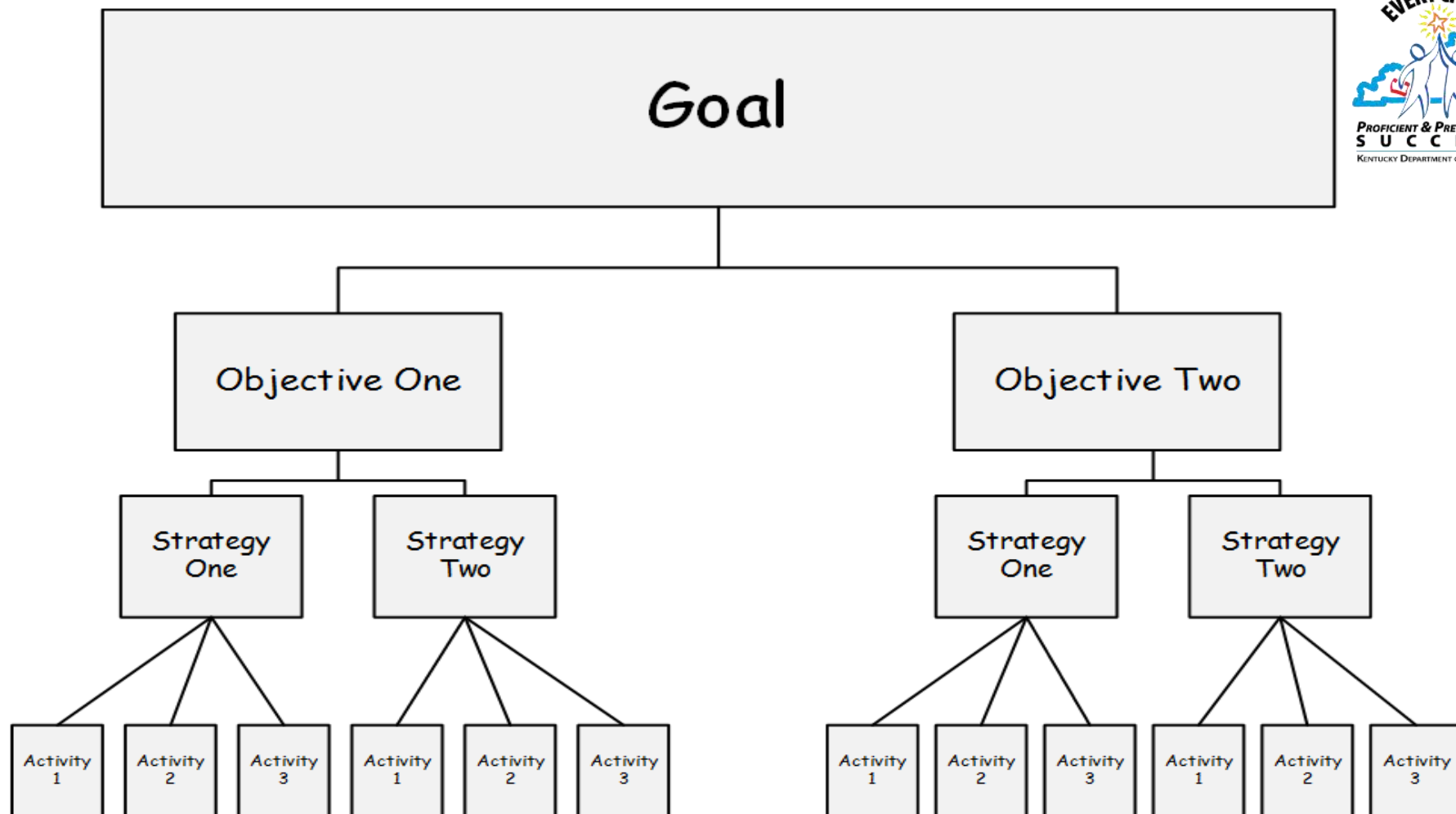
GOOD MONITORING PLAN: HOW WILL YOU KNOW IT IS WORKING?
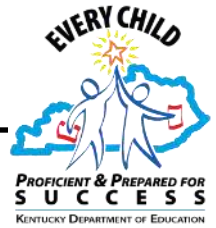
➢ **Timeline –** use the school, district, and state calendars to create a planning calendar with deadlines for tasks

➢ **30/60/90 Day Plans** – a good model/structure for frequent monitoring checks – all goals are evaluated monthly

➢ **Use other tools to help organize the monitoring process –** Ex: PDSA, Gantt Charts, flow charts, etc**.**

➢ **Progress Notes –** document progress in Goals section of CDIP/CSIP using Progress Notes

CONTINUOUS IMPROVEMENT PLANNING... WHAT NEXT

CONTINUOUS IMPROVEMENT…ALWAYS IMPROVING; ALWAYS ADJUSTING; JUST IN TIME…..WHY?

➢ Data comes in at different times

➢ Needs to be analyzed, internalized and instruction adjusted as we go

➢ To get to College and Career Readiness

➢ Stakeholders need to know

WHY DID WE DO IT THIS WAY?

➢ CSIP and CDIP are in statute/regulation (KRS 158.649 and 703 KAR 5:225)

➢ Done in ASSIST in order to streamline all plans (CSIP, KCMP, Title I, RTT) for the state into one

➢ Eventually capture best practices

➢ Transparent communication tool

➢ Get us FOCUSED

WHY CONTINUOUS IMPROVEMENT

➢ To get to College Career Readiness – It will take beyond compliance to creativity and innovation

➢ "The things we fear most in organizations – fluctuations, disturbances, imbalances – are the primary source of creativity." – Margaret J. Wheatley

➢ Controlled dissonance

KBE GOALS

➢ Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017 (high school is 46.1% to 51.5%)

➢ Increase the average freshman graduation rate from 76% to 90% by 2015

➢ Increase the percentage of students who are college and career ready from 34% to 68% by 2015

➢ Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

ADDING FOR 2013-2014 to begin work on strategies…

There are two main targets for the Next Generation Professionals delivery plan.

➢ The baseline will be set in 2015.
- Increase the percentage of effective teachers from __% in 2015 to __% in 2020.

- Increase the percentage of effective principals from __% in 2015 to __% in 2020.

ADDING FOR 2013-2014 to begin work on strategies...cont.

The Kentucky Department of Education has identified the following strategies to help districts and schools reach their annual delivery targets.

- Professional Growth and Effectiveness System
- Professional Learning and Support
- Collection and Use of Data: TELL Kentucky Survey
- Human Capital Management and Development

School and District Report Card

KDE Homepage (www.education.ky.gov)
School Report Cards

http://applications.education.ky.gov/SRC/

ADDITIONAL RESOURCES

Comprehensive Improvement Planning for Schools and Districts

➢ FAQ

➢ Video Tutorials

➢ Technical Guides

➢ Additional Contact Information

WHAT HAPPENS MOVING FORWARD?

➢ From 158.649 (The Achievement Gap Statute)

➢ Beginning with the 2012-13 school year, the reporting requirement in this subsection shall be October 1 of each year. This is only the GAP goals

➢ So….due date moving forward in ASSIST will be October 1 for GAP goals. It should also be posted on school and district websites by then

➢ In the summer you will have student performance data and preliminary information for setting these goals

➢ The ENTIRE plan will be due December 20, 2013….Tentative Timeline document will be improved and uploaded at http://www.education.ky.gov school improvement, comprehensive planning website

SCHOOL EXECUTIVE SUMMARY

Jerry Cooper, AdvancED

AdvancED™

SCHOOL EXECUTIVE SUMMARY

➤ Summary of school's current reality "Telling the Story" of the school

➤ It is a "Window" into your school

➤ Data/Performance perspective

➤ Historical, cultural, and economic context

➤ Describes the school's Purpose

AdvancED™

EXECUTIVE SUMMARY "TELLING THE STORY"

Consists of 4 prompts that require a narrative response:

1. Describe school's size, communities, location, changes over the last 3 years, demographic information about students, staff, community, as well as unique features and challenges

2. Purpose statement and ancillary content such as mission, vision, values and beliefs, etc., as well as description of how the institution embodies its purpose the program offerings or expectations for students

3. Notable achievements and areas of improvement in the last 3 years as well as areas for improvement that the institution is striving to achieve in the upcoming 3 years

4. Any additional information that you want to share publically about the institution

AdvancED™

THE INTERNAL SELF-REFLECTION, ASSESSMENT AND ANALYSIS PROCESS FOR THE EXECUTIVE SUMMARY

Driven by performance data:

➤ Student assessment/accountability data (School Report Card)

➤ Non-cognitive data such as attendance or dropout rate

➤ Stakeholder perception data such as AdvancED/ASSIST surveys or TELL Kentucky

➤ Guided by ASSIST Diagnostics such as KDE Needs Assessment, Missing Piece, etc..

➤ Executive Summary establishes a historical, cultural, economic context of the school

AdvancED™

What is it we need to do?

First we want to tell you what it is that needs to be done.....

CREATE A PGES GOAL IN ASSIST

ORGANIZATIONAL CAPACITY GOAL

Goal

- Implements a comprehensive RtI system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Strategy

- School will have a defined RtI plan based on state rubric
- Regularly progress monitor for Tiered interventions (2, 4 weeks based on Tier)
- RtI Providers meet monthly to analyze data and observe growth

HUMAN CAPACITY GOAL (INTELLECTUAL PROFICIENCY)

Goal
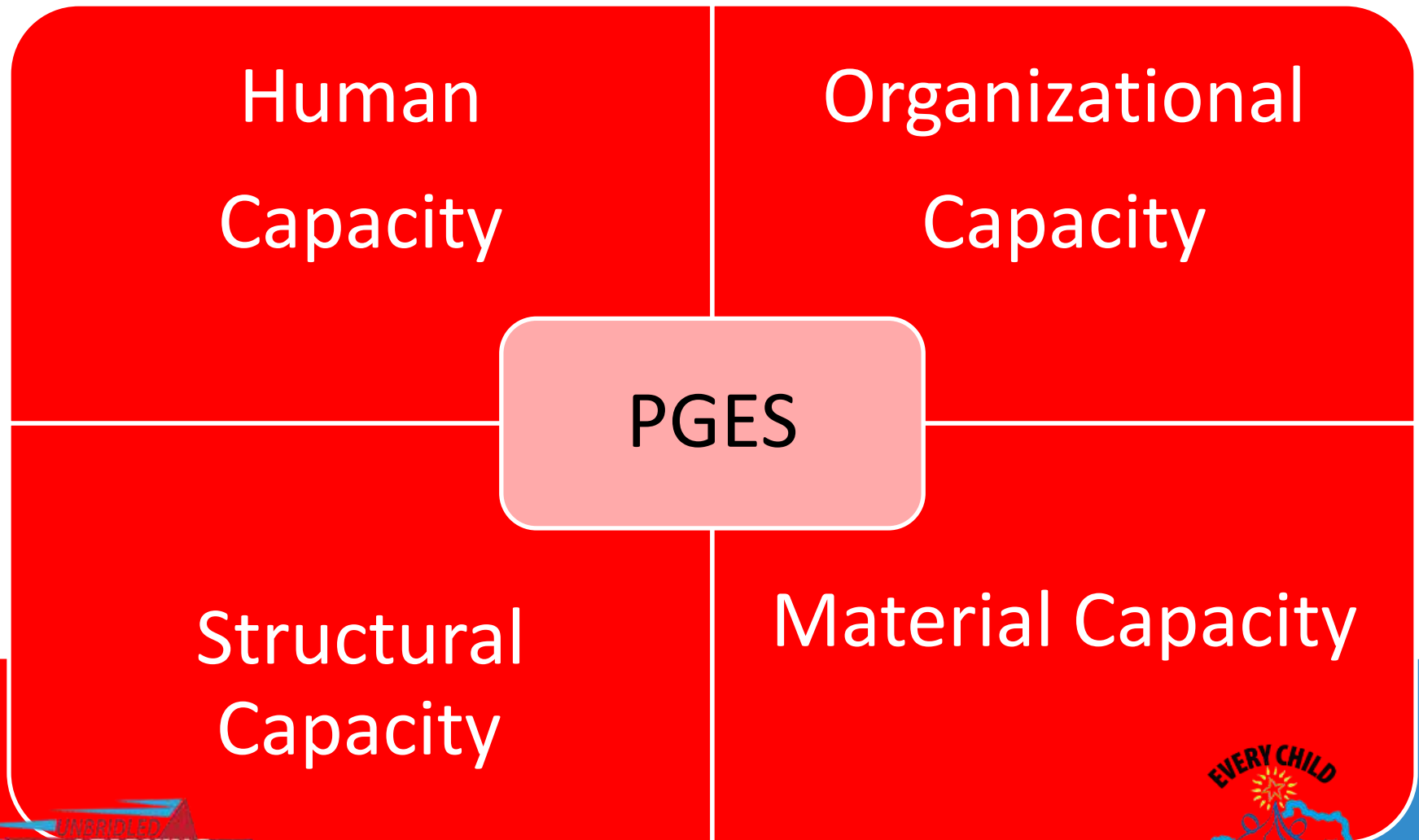
- Conduct Professional Learning Communities aligned with CHETL and KY Core Academic Standards

Strategy

- Use PLC to continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning
- establishes and maintains a clearly defined and comprehensive student assessment literacy

BUILDING CAPACITY TO IMPLEMENT

Human Capacity

Organizational Capacity

PGES

Structural Capacity

Material Capacity
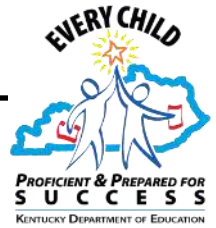
SAMPLE CSIP PGES GOAL

Goal:

➤ Increase teacher capacity for implementation of PGES to 100% by July 30, 2014

Strategy:

➤ Collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES as measured by the number of teachers who have engaged in PGES Professional Learning during the 2013-14 school year.

TIMELINE FOR PGES GOALS

2013-14 Pilot Year
➢Goal for Capacity Building to Full Implementation

2014-15 Full Implementation without Consequences
➢Goal for Continuing Capacity Building & Baseline

2015-16 Full Implementation with Accountability
➢Goal for Growth with % included

GETTING STARTED
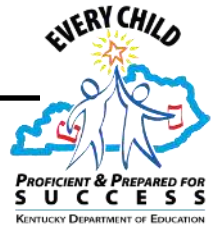
Building Capacity is the goal for this year:

➤ Schools & Districts should focus their efforts around PGES on developing a plan for scaling to full implementation.

➤ This includes Professional Learning opportunities that will be necessary for all teachers and leaders, not just those in the pilot.

CSIP GOAL
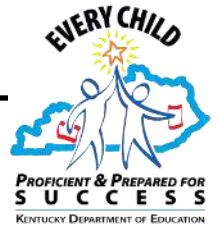
Effective Teachers

➢Building Capacity to involve all teachers

Effective Leader

➢Building Capacity to involve principals

CSIP STRATEGY
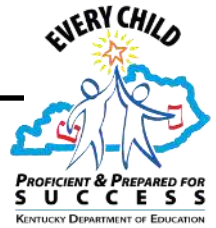
- ➢ Build Strategies that address capacity growth targeting Human Capacity, Organizational Capacity, Structural Capacity, and/or Material Capacity

- ➢ Identify strategy or strategies that school anticipates will create the most effective way of building capacity for full implementation

CSIP ACTIVITIES

➢ Develop Activities that allow for the accomplishment of CSIP strategy

CDIP GOAL

Effective Teachers

➢Building Capacity to involve all teachers across the district

Effective Leaders

➢Building Capacity to involve all principals

BUILDING CAPACITY TO IMPLEMENT

Human Capacity	Organizational Capacity
PGES	
Structural Capacity	Material Capacity

CDIP Strategy

➢ Build Strategies that address capacity growth targeting Human Capacity, Organizational Capacity, Structural Capacity, and/or Material Capacity

➢ Identify strategy or strategies that school anticipates will create the most effective way of building capacity for full implementation

CDIP Activities

➢ Develop Activities that allow for the accomplishment of CSIP strategy

Activity

Develop multiple PLCs to introduce the measures of TPGES

- ➢ Self-Reflection
- ➢ Student Growth Goals
- ➢ Professional Growth Plan
- ➢ Observation/Framework
- ➢ Student Voice

SAMPLE CDIP PGES GOAL

Goal

➢ Increase Principal capacity for implementation of PGES to 100% by July 20, 2014

Strategy

➢ Collaborate to provide Professional Learning to all principals regarding the multiple measures of PGES as measured by the number of principals who have engaged in PGES Professional Learning as well as mastery of Teachscape proficiency during the 2013-14 school year

Activity

➤ Develop and Provide a Leadership PLC to support the understanding of PGES: both TPGES and PPGES

➤ Utilize Leadership PLC to support observation proficiency for the Kentucky Adapted Framework through Teachscape

Why do we need to do this?

Now we must share why this is important for the children of Kentucky

P-12 EDUCATION IN KENTUCKY
THE WHY – THE WHAT – THE HOW
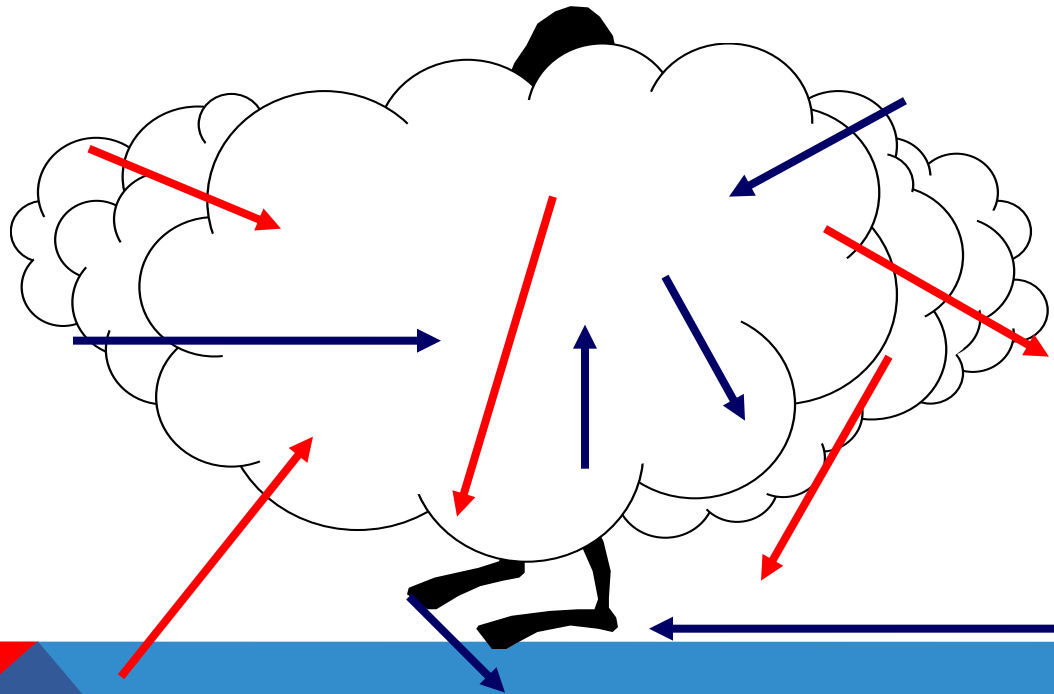
Kentucky's P-12 Learning System

Senate Bill 1
College and Career Ready
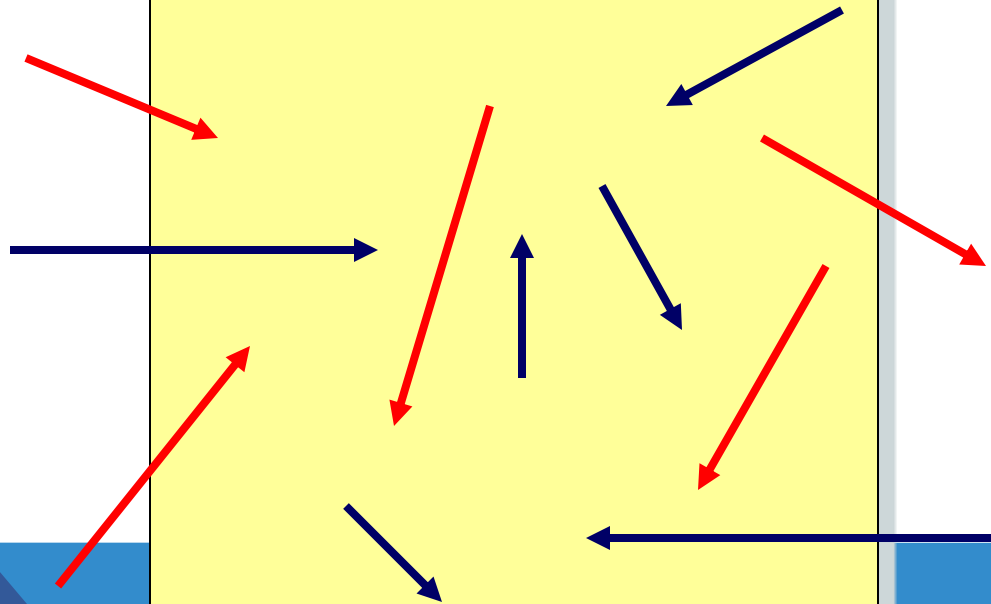
Random Acts of Improvement

Kentucky's P-12 Learning System

The WHY

The What

College and Career Ready

Unbridled Learning
Strategic Plan

Unbridled Learning
Accountability

Aligned
Acts of Improvement

UNBRIDLED
LEARNING
College/Career Readiness for All

EVERY CHILD
PROFICIENT & PREPARED FOR
S U C C E S S
KENTUCKY DEPARTMENT OF EDUCATION

Kentucky's P-12 Learning System

1. Vision and Leadership
Every child proficient and prepared for success (college/career ready)

3. Student and Stakeholder Focus –
Expectations
- Senate Bill 1/GA
- TEK Task Force
- Higher Education
- Military
- Industry
- Parents/Community
- NCLB Waiver/RTTT

The WHY

2. Strategic Plan – Unbridled Learning
Goals and Delivery Plans
- Next-Gen Learners – CCR, Proficient, Gap, Growth, Graduation
- Next-Gen Professionals
- Next-Gen Support - Program Reviews
- Next-Gen Schools/Districts – Innovation, PLAs

The What

7. Results
Strategic
- College/career ready
- Proficient
- Gap
- Growth
- Graduation
- Program Reviews

Operational
- Finance
- Technology
- Facilities
- Child Nutrition
- Transportation
- Personnel
- Parental Engagement

5. Human Resources Focus
- Working Conditions
- Teacher Effectiveness
- Principal Effectiveness
- Superintendent Effectiveness
- Teacher Preparation
- Professional Development

The HOW

6. Processes
Key learning processes
- Curriculum
- Instruction
- Assessment
- Academic Support
Key operational support processes

4. Measurement, Analysis and Knowledge: P-20, Open House, CIITS, ASSIST, ILP, SharePoint, IC, Assessment, MUNIS

Kentucky's P-12 Learning System

The WHY – Every child proficient and prepared for success (college/career-ready)

The WHAT – Four strategic priorities in Unbridled Learning

- Next Generation Learners
- Next Generation Professionals
- Next Generation Support Systems
- Next Generation Schools and Districts

The HOW – Unbridled Learning Strategic Plan

- Strategies and action plans developed for each of four strategic priorities (State Delivery Plans) – *see HR Focus, Process and Measurement, Analysis and Knowledge boxes from previous slide*
- School and District Improvement Plans – *should use Delivery strategies and developed in ASSIST*
- Grade Level/Department Plans – *build these with your PLC process*
- Individual Improvement Plans – *tied to SPGES, PPGES & TPGES using EDS in CIITS*
- Student Individual Learning Plans *(ILP)*

Learner

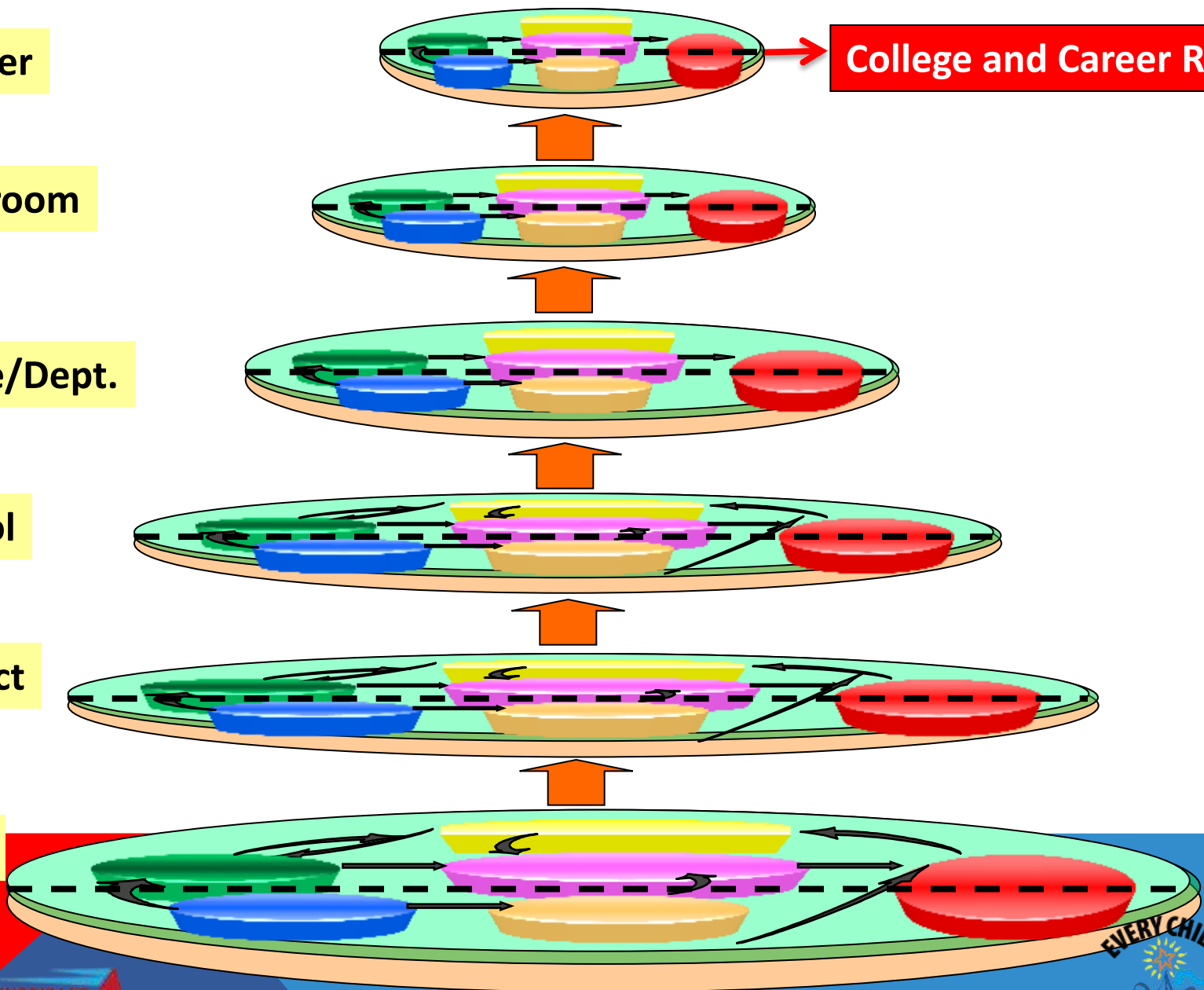College and Career Ready

Classroom

Grade/Dept.

School

District

State

THEORY OF CHANGE FOR EDUCATOR EFFECTIVENESS

➢ If educator effectiveness drives student learning outcomes,

➢ And, if effectiveness is determined using multiple measures, that are researched-based, linked to outcomes and actionable data,

➢ And, if the Professional Growth and Effectiveness System (PGES) is used to support the continuous growth of educators while measuring effectiveness,

➢ And, if the PGES is implemented with fidelity,

➢ Then, schools and districts will have the data and the processes in place that allow educators to become and remain effective.

IMPLEMENTING CHANGE CORE PROCESSES FOR PGES

➢ **Create an atmosphere and context for change.**

➢ **Develop and communicate a shared vision.**

➢ **Plan and provide resources.**

➢ **Invest in professional learning.**

➢ **Develop a system for checking and monitoring progress for implementation, including feedback loops of teachers and principals.**

➢ **Continue to give guidance and course correction, when necessary.**

BUILDING CAPACITY TO IMPLEMENT

Human Capacity

Organizational Capacity

PGES

Structural Capacity

Material Capacity

IMMEDIATE NEXT STEPS FOR LEADING PGES

➢ Take ownership of the PGES efforts, alongside your district leadership team

➢ Identify the appropriate district staff and their roles and responsibilities for implementation efforts.

➢ Meet with your 50/50 committee

➢ Establish feedback loops of teachers, principals, and others to serve as your champions

➢ Discuss the work with your local board members.

Superintendent Evaluation

Review and discuss with board in open meeting(s), and document in board minutes:

➢ **District delivery targets –**

- Student proficiency

- College/career readiness

- Graduation rates

- Closing the achievement gaps

- Whether processes are in place to implement PGES for all certified staff in 2014-15

Superintendent Evaluation

Review and discuss with board in open meeting(s), and documenting in board minutes:

- ➢ Resource/support systems -- effectiveness and efficiency of district operations
  - balanced operating budget
  - district resources leveraged to:
  - attain the best use
  - improve learning

- ➢ Compliance with legal policy standards
- ➢ District budget and resources communicated to board

Superintendent Evaluation

Review and discuss with board in open meeting(s), and documenting in board minutes:

➢ Facilities and Resources

  ▪ District performance on TELL survey in these areas

Superintendent Evaluation Timetable

▸ Now-December 20, 2013:
Board and superintendent discuss
three components in open meeting

▸ No later than December 20, 2013:
Complete Superintendent Evaluation
Diagnostic in ASSIST; upload board minutes documenting discussion of
three components

▸ Spring/Summer 2014:
During summative evaluation in open meeting, discuss progress and
performance on three components; complete Superintendent Evaluation
Diagnostic in ASSIST; upload documentation

BUILDING CAPACITY TO IMPLEMENT

Human Capacity	Organizational Capacity
Structural Capacity	Material Capacity

PGES